DOCUMENT RESUME

ED 147 852 CS 203 809

AUTHOR	Witter, Janet, Ed.
TITLE	Bias in the Textbooks: A Symposium.
INSTITUTION	Oregon Association for Supervision and Curriculum Development, Salem.
PUB DATE	Nov 77
NOTE	22p.
AVAILABLE FROM	Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308 ($2.00)
JOURNAL CIT	Oregon ASCD Curriculum Bulletin; v31 n337 Entire Issue Nov 1977
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Annotated Bibliographies; Asian History; Bias; *Childrens Books; Content Analysis; *Cultural Images; *Ethnocentrism; Foreign Countries; *Sex Discrimination; Sex Stereotypes; *Textbook Bias; Textbook Evaluation
IDENTIFIERS	*Asia

ABSTRACT

The first essay in this publication reports on an assessment of the way Asian culture is portrayed in nearly 300 textbooks in common use in the United States. The assessment revealed that the texts fail to represent Asia fairly; the most serious problems are the underlying, purely Western yardsticks with which the majority of the texts approach Asia, their failure to present Asian life authentically, and the absence of any significant amount of Asian source materials. The second essay deals with sex bias in books for children. It first presents an annotated bibliography of significant studies on sex bias in children's books and summarizes the main findings of the studies, which suggest that females in children's books are portrayed in stereotyped roles or are conspicuously absent. The essay then reports on an investigation of the extent of sex bias in more than 200 books recommended for children. The male bias reported on in the annotated studies was supported by the results of the investigation. (GW)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED147852

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Oregon ASCD
Curriculum
Bulletin

Bias in the Textbooks: a Symposium

No. 337
Vol. XXXI
November, 1977
Price $2.00

Cultural Bias Toward Asia

Prepared by: The Asia Society, Inc.
New York, N.Y.

Page 1

Sexual Bias in Children's Books

Page 7

Prepared: Pamela P. Pugliese
Donald R. Chipley
Virginia State College
Petersburg, Virginia

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Oregon ASCD

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Published by:
Oregon Association for Supervision
and Curriculum Development
P.O. Box 421
Salem, Oregon 97308

Editor:
Janet Witter

Associate Editor:
Charles Gengler

Editor Emeritus:
Hugh B. Wood

CS203809

Bias in the Textbooks: a Symposium

Cultural Bias Toward Asia: A Summary of a Recent Survey of American Textbooks

The Asia Society
New York

Asia, where almost two-thirds of the world's people live, is frequently misrepresented in American schoolbooks, according to a survey recently completed by the Asian Society. The evaluation, conducted under a Ford Foundation grant, surveyed over 300 texts most commonly used in schools throughout the country. The books were read by over 100 scholars, academic experts, and practicing teachers involved in social studies and Asian affairs.

Citing the study, the Society's president, Phillips Talbot, said, "The textbooks American children use tend to portray Asian countries as poor, underfed, overpopulated, and eager for progress, American-style. We read our own values into Asian life and judge Asians too much by our own standards and assumptions. Protests from a variety of groups have led to prompt responses from textbooks publishers in adapting to new perceptions of American blacks, the women's movement, and area studies of the Middle East. It is very urgent that the peoples of Asia — three out of every five people in the world — be better understood here in the diversity, the richness, and the promise of their contribution to human existence."

"Teachers seldom have backgrounds in Asian studies; they tend to teach whatever the Asian content of a social studies or world history text happens to provide," said Bonnie R. Crown, who initiated and directed the evaluation for the Society. "The textbook takes on a very important role. It is unfortunate that in most books Asia is represented so badly to American students. Although a few textbooks show skill, general accuracy, and care for projecting Asian civilizations as if from within, many works perpetuate negative stereotypes."

Measuring Asian societies in terms of their "up-to-dateness," in terms of a consumer-oriented technological "progress," is another common failure of American authors of textbooks dealing with Asia, the study found. By this standard, most Asian nations emerge as backward, though gamely striving to "catch up" with the Western world.

Conducted with support from The Ford Foundation, the study draws upon evaluations of 306 texts in common use in the 50 states. The books were read by over one hundred experts — most of them scholars and elementary and secondary teachers with Asian specialization — who responded to a detailed questionnaire designed to assess the texts' amount of Asian content; accuracy; underlying assumptions and approach; inclusion of literature, the fine arts, and other primary expressions of the Asian experience; style and tone; and such supplementary aspects as illustrations, teacher's guides, and bibliographies.

Deficiencies were found in all these areas, but those which The Asia Society regards as most serious were the underlying purely Western yardsticks with which the vast majority of the texts approach Asia, their failure to present Asian life authentically, and the absence of any significant amount of Asian source materials.

Since some of the 306 books in the sample turned out to be paperback versions of hardcover texts, the total number of titles evaluated was 272. The evaluators found that 71 per cent of them were to some extent progress-oriented, exalting the importance of Western-style change and "up-to-dateness" and representing Asian tradition as an impediment to change.

Although many Asians stress the importance of progress in their own societies, the report suggests that this criterion as applied by Western writers may be inadequate to measure the total human assets of a society — any society — if it neglects or distorts cultural values and continuities.

The most frequently appearing aspect of judgment by a purely "progress" criterion is a belief in change as something necessary and valuable in and of itself. It pervades discussions of America appearing in world history books, as well as those of Asia, and is basic to their approach to history. "The story of man is one of progress" is the way one text puts it.

A reader found eight examples from one elementary book on India alone. Among them were the following: "Its people are changing from old ways to new modern ways." "Rural India is changing, though slowly." "Some villagers are learning how to run dairies. They learn how to make the milk safe to drink. Many other villagers go to industrial training schools. They learn to use the machines in India's new factories. They stop being farmers. They begin to lead a new life." "All these things mean that the people of India have a good chance of keeping their freedom during the transition to an up-to-date way of life."

In discussing tradition, on the other hand, texts may either ignore it or just oppose it with modernity as if the two were in basic opposition to each other: " 'Rocket experts ride buses alongside Indian mystics. Sacred cows share the streets with automobiles. . .' The whole tone of this first page is dichotomous — tradition is set against modern technology," reports the evaluator of one text. Many see tradition and modernity in actual conflict, as in this example from another book on India: "Thus the joint family system is often found in traditional agricultural societies. It does not seem to work very well in an industrial society."

One result of seeing tradition and modernity in opposition to each other is that long-standing social institutions are regarded as obstacles to economic, social, or political modernization. References to the Indian caste system and to the refusal of many Indians to kill animals, especially the cow, formed the majority of examples of this viewpoint. The texts speak of caste as a hindrance to true democracy and national solidarity and often compare it with racial discrimination in the United States. Absent are findings of contemporary scholars whose work might radically revise American conceptions of such problem areas as India's system of caste-groupings. Caste can be looked at as a fertile and positive social factor, and not necessarily the impediment to better living it has been held to be.

Some 76 per cent of the texts are basically Western-centered in their approach to Asia, using Western standards to measure Asia or emphasizing the role of Europeans and Americans in Asian development.

The absence in American textbooks of primary Asian sources, such as authentic case studies or selections of Asian literature, deprives American students of an accurate knowledge of Asian life, so that the staying power of Asia's rich and enduring human values cannot be grasped. At the opposite end of the spectrum there is little or no mention of Asian accomplishments in modern management, technology, or science, including electronics and nuclear physics. While Japan may be singled out as an exception, the tendency of textbook writers seems to be to consign Asian life for the most part to cheerless villages and primitive agriculture.

One of the forms the ethnocentric approach most frequently assumes is the belief that modernization will follow the same pattern in Asia as it has in the West, and that Asian accomplishments and shortcomings can therefore be measured against Western standards. This frequently leads to what the report calls the "catching-up-with-the-West mentality," as in a typical example: "Once Europe developed machines and mastered the use of power to run these machines, the West forged ahead rapidly. Now belatedly, the countries of the Orient are trying to catch up."

Many texts assume Western standards for Asian development by using "modernization" and "Westernization" as if they meant one and the same thing. One teacher's guide, for instance, suggested that the attention of the class be called to the fact that the father in a picture of a Japanese family was wearing "traditional" dress while the rest of the family was in "modern" attire. "Actually," commented the evaluator who cited this example, "the kimono worn

by the father is no closer to Japanese clothes of a few centuries ago than the Western clothes worn by other family members are to Western clothes a few centuries ago."

Using Western standards, textbooks praise Asians by talking about their similarities with Americans. Evaluators quoted a number of cross-cultural comparisons, particularly with Japan, which assumed American technological, political, economic, sartorial, athletic, or even culinary standards as goals to be met by Asian nations.

"The Western way is the standard of normalcy — at least that is the implication," said one reader quoting from a text which said, "Japanese ocean liners are operated with great efficiency. Their ships which carry passengers to the Orient are quite as comfortable and safe as those of any other nation."

Summarizing evaluators' views on such "emphasis on the similar" in the texts, the report says, "The attitudes expressed toward Asia are positive. The examples cited are not inaccurate. However, there is a fine line between good intentions and ethnocentrism. What the readers objected to was the assumption that Asian societies are acceptable to the extent that they are reflections of our own."

Comments the report, "It could be argued that some Asians would also share a belief in Western technological, political, economic, or social superiority. Nevertheless it is one thing for an Asian to hold this belief; it is quite another for it to be the only point of view presented to American school students by American textbook authors."

But far more often, the net result of measuring Asian nations by Western standards is that they are described negatively, in terms of what they do not have. "Many books," says the report, "present Asia as a place of unrelieved misery," with small houses, little electricity, low incomes, a short lifespan, poor health care, few machines, low literacy, and too many people. Examples of such treatment were so numerous in the texts that the report groups them by country and region of Asia.

Evaluators objected to the problem-based approach on two main grounds: one, that it ignores the positive side of Asian life; and two, that it neglects American ills, assuming a highly imaginary and idealized view of American life that does not accord with reality. "Using standards such as energy consumption or cancer rates can produce a less glowing picture of the United States," the report points out. Almost no effort is made by these books to balance the grim picture of Asian countries with an examination of their culture or to ask whether all of our technological advances are consonant with the national goals or values of Asian peoples, the report argues.

Commenting on the especially narrow-sighted focus on India's problems in the texts, the report says, "The discussion of these deficiencies is rarely balanced by an examination of the rich cultural heritage in India. Texts do not explore the art, the drama, or the stories from the *Mahabharata* that mothers tell to instill moral values."

Transportation seems to be a favorite topic of textbook writers determined to bring out the worst about Asia. Says one, "With all the progress that has been made, however, there is still only one automobile for thousands of persons in China. The United States, by comparison, has so many automobiles that everybody in the country could go for a ride at one time." In citing examples like this, readers point out that no allowance is made for the fact that the Chinese may not think it is a good idea for every family to have a car, nor is any consideration given to the problems of pollution, inadequate mass transportation facilities, and energy shortages we now face as a result of our reliance on the private automobile.

Another evaluator found a passage in a text which dwelt at length on what a mystery machinery is to Indian villagers — so much so that they cannot drive properly and are forever overturning vehicles on curves. "Time and practice, of course, solve this problem," the book concludes. "Americans started with slow-moving Model-T Fords and, as a nation, over the years built and became adept at driving cars traveling at 60 to 80 mile-an-hour speeds on modern, four- to eight-lane freeways. Indians are being thrust into the automobile age without a corresponding Model-T phase." Comments the reader on this passage, "The implication is that Indians are completely unable to handle technology. It is not mentioned that India is the sixth largest industrial power. Furthermore, Indians are able to keep automobiles running which would be on the scrap-heap elsewhere."

In addition to describing Asia from a Western point of view, many texts tend to talk about it to the extent that it serves American interests, discussing Asian countries primarily in terms of their strategic importance to the United States. "We may not care to get mixed up in the problems of government in India or Southeast Asia," says one such book, "but it will be to our interest that those who do have a responsibility for those things shall be our friends, and that the native people of those distant lands shall be able to live peacefully and happily with as democratic a government as they are able to manage."

Some books also devote a disproportionate amount of space to the time during and after an Asian nation's contact with the West, slighting the thousands of years that may have preceded it. They tend to ignore the exploitative role of colonialism prior to World War II and to overemphasize the importance of American military and economic assistance to the well-being of Asia in the post-war period.

In addition to the specific examples they cited, the evaluators also indicated that there were more pervasive kinds of ethnocentrism in the topics selected for coverage and the organization of materials.

On the whole, textbook writers are unaware of their slant, the report finds. One book, which emphasizes the poverty of Asia and was judged to be strongly ethnocentric, states in its teacher's guide: "One of the objectives of the text is to show that people have different ways of thinking and behaving and that these ways represent richness and strength, not impoverishment and weakness."

A few books were more aware that their basic underlying purpose was to glorify the American way of life. "The pupil comes to appreciate the basic American values, which make the United States distinct from other nations," said one.

Comments the report on the validity of such an objective, "If the real point of many texts is to promote American values, we might question not only the images they present of Asia, but also the American self-portrait. . . Should students be encouraged to measure worth in terms of economics or size and place great faith in machines? Is it wise to continue to glorify the use of electricity and automobiles? Should change be applauded at the expense of tradition?"

While the Western-centered approach dominated the texts, readers also found evidence of five other possible attitudes they were asked to look for by the evaluation guide: "Asia-centered," presenting Asian culture within its own value system and historical context; "eclectic," making a conscious effort to discuss Asia from several points of view; "Asia-as-superior," seeing Asian societies as more culturally advanced than Western societies; "Asia-as-sensational," in which Asians are described as being more colorful or exotic; and "Asians-as-inscrutable," in which they are presented as inexplicable.

Of these, the "Asia-centered" attitude was the most prevalent, appearing in 97 texts, dominating 57, and found exclusively in 18. "The fact that it did appear," says the report, "is an encouraging precedent to point out to publishers and textbook authors." All of the other approaches were relatively rare.

Citing an example of the "Asia-centered" outlook in a book on Thailand, an evaluator said, "The author has taken pains to explain the feeding of the priests in Thai terms: one of the most common forms of giving is feeding the Buddhist monks, who live on the generosity of the community. Each morning the monks go forth with their begging bowls. They call at houses and shops or stand in the streets waiting for contributions of rice, curry, or fruit. They do not ask for a contribution, and they receive one in silence. It is rather the giver who states his thanks for the opportunity to gain merit through performing a good deed."

Although he disliked the use of the term "begging bowl" because of its pejorative connotations in our culture, another reader underscored how valuable such as Asia-centered approach might be in understanding Asian nations to which we provide economic or military assistance. "The United States has been the most generous nation in history," he said, "but as donors we expect to be thanked for our gifts. In a Buddhist culture, however, since the donor acquires merit by giving, he should, in a sense, thank the recipient for giving him the opportunity to improve his spiritual status."

Another example of an Asia-centered approach cited by one of the readers explains how the Japanese prepare and drink tea in a special way and asks, "How might you feel if you went to Japan and you were the only person not sitting on the floor to eat and drink?"

Attempting to enable the child to get beyond the alien and exotic, the text goes on to inquire, "Why is this kind of behavior strange when you think about doing it in the United States, but not when you think about doing it in another country or in a Japanese restaurant?"

With a Western-centered, change-oriented approach that sees tradition as a hindrance to progress, most textbooks were, not surprisingly, found to be lacking in selections of literature, representations of the fine arts, and other such primary sources of Asian expression as historical and political documents, authentic case studies, and photographs of people.

In general, the report finds that literature, music, dance, and other aspects of Asian culture — if they are included or discussed at all — are presented negatively as hindrances to progress, as "strange," or as "like" or "unlike" ours (rather than on their own terms), or as unimportant. Sometimes textbooks refer to such materials but fail to include them or to show the reader how to go about finding out about them.

Where textbooks do contain literature, readers found that they occasionally present Western writing as if it were Asian ("the Pearl Buck-Rudyard Kipling syndrome," the reports calls this practice), or rely on accounts of first-time experiences by Westerners in Asia — "travelers' tales," whose authors are more concerned with their own impressions than those of Asians. Some books retell myths and folktales, presenting them as though they were actually told by Asians, while recounting them in a condescending manner or changing their concepts or story-lines.

Often the closest a textbook will come to a people-oriented frame of reference is the case study. However, out of 75 instances in 260 texts in which readers found case studies, only 8 were evaluated as true to Asian life. Many of them in fact reveal more about the way Americans view Asians than how Asians see themselves.

One book, for instance, tells the story of an Indian untouchable who goes to the city, makes good with top grades and a well-paying job, and then returns to his village wearing a Western suit and shiny new shoes, only to be rejected and left standing in the dust by the caste-conscious people of his village.

The reader found it plainly incredible that the people where the youth worked would not be aware — or at least curious — about his caste, and that he himself would not know what to expect of the villagers when he returned home.

Argues the report, "The tenor of the story is far more that of a Horatio Alger plot gone sour than that of an actual Indian experience."

Many of the case studies are not only ethnocentrically presented but patently made-up — replete with invented dialogue and phony situations.

Describing an example taken from a world history book, an evaluator wrote, "Chapter 19 — the opening story for Southeast Asia — is a story of Ellen and her father, an American businessman, who are seeing Bangkok by a boat trip on a canal. Siri is usually a girl's name; here it is used for a man.

"Siri, unlike most Thais, who won't talk politics with strangers, speaks of 'the threat of Communist China,' and says that Thais 'have little defense against the huge army of China.' The American, acting in an almost patronizing way and with a 'let me, the American, help you attitude,' tells Siri that he and his group of men can get him a scholarship so that Siri can learn modern ways so that Thailand will have educated leaders."

Aside from their bias and lack of authenticity, many of the invented case studies are also faulted by the evaluators for portraying Asian peoples as lifeless and one-dimensional. The problem with this, the report points out, is that "students may get the impression of cultural uniformity and think that case-study people are typical of all other people in that country."

In sifting through a number of these studies, the staff of the Educational Resources/Asian Literature Program discovered not only that many were invented, but that not much imagination had been used in their creation.

In accounts of India, for instance, one character turns up in one incarnation after another. He has two personae, which the report dubs "Toothless Ram" and "Enlightened Ram." "Toothless Ram" is a miserably poor, disease-ridden, superstitious, illiterate, and hopelessly tradition-bound man, while "Enlightened

Ram" is "in favor of progress, modernity, and Western ways." He is impatient with his family and countrymen, who cling to their traditions and refuse to change. "He is against the caste system, and in favor of democracy. He sees America as an idealized, slumless place where no one goes hungry." The report points out that while there are Indians who might resemble him in some respects, in the textbooks he is a caricature.

In addition to the textbooks' general failure to include genuine representations of Asian experience, their style and tone and illustrative materials were also found to reinforce their Western-centered approach. Language was often condescending, value-laden, cliche-ridden, and Europocentric. Photographs and drawings were found to project the familiar stereotypes and ignore racial and cultural diversity.

The study also revealed that a very small percentage of specialists in Asian studies, particularly those in humanistic disciplines, are involved either as authors or consultants in the formulation of school textbooks concerned with Asia.

In two other major categories in which evaluators were asked to make judgments, accuracy and amount of Asian content, the textbooks also scored low.

Among 42 texts purporting to be "world" history books, evaluators found that the average amount of space devoted to Asia, with almost two-thirds of the world's people, was 15.6 per cent. Many of the books examined, of course, were exclusively about Asia.

"On any given topic and region at a specific grade level, there are judged to be at most four usable titles. Most of the material on Asia judged to be acceptable is produced for the high school level," the report concluded.

The 306 books selected for the evaluation study come from state and local text lists across the nation, publishers' catalogues, and social studies teachers who use them in their classrooms.

Initiated by The Asia Society's Educational Resources/Asian Literature Program, the evaluation guide was first developed with the cooperation of a committee of participants in a master's degree program in Asian studies at New York University, all of whom had had experience in Asia and in teaching about Asia in the elementary or secondary grades. The committee was headed by Loretta Ryan, Asia Society project associate for the study.

The guide was then tested and refined by an advisory board composed of nationally distinguished scholars and educators, including Donald Johnson, director of the N.Y.U. program; Jackson Bailey, Earlham College; Betty Bullard, Department of Public Instruction, Raleigh, North Carolina; James Hantula, Association for Asian Studies Committee on Elementary and Secondary Education; Marta Nicholas, writer and lecturer; Franklin Buchanan, Service Center for Teachers of Asian Studies, Ohio State University; Peter Bennett, Staples High School, Westport, Connecticut; Michael Fonte, Project on Asian Studies in Education, University of Michigan; Fern Ingersoll, writer and lecturer; Jean Johnson, Friends School, New York; and Harold Wright, Antioch College.

The Asia Society intends to use the evaluators' reports on the individual books as a basis to work with publishers on the revision of texts and the preparation of new materials. It also will attempt to enlist in this effort the participation of Asian specialists to an extent far greater than in the past.

For further information contact:

The Educational Resources Program
of The Asia Society
112 East 64th Street
New York, New York 10021

Sexual Bias In Children's Books: Annotated Bibliography and Comparative Study

Pamela Patterson Pugliese
Donald R. Chipley

Virginia State College
Petersburg, Virginia

Research indicates that sex typing is one of the most important factors in the governance of behavioral development, motivation, and even self-concept. The effect of depicting the female sex, specifically, in stereotypical ways in children's media limits opportunities for personal growth and is negative in terms of healthy adult performance.

Celeste M. Brody

Table of Contents

	Page
Introduction	
Part I, Annotated Bibliography	8
Part II, Comparative Study	14
Summary	18
References	20

Introduction

In recent years, educators have increasingly recognized that the school environment teaches children many things beyond what they are supposed to be learning from the process of education. Because of this, educators and others are taking a closer look at the vast array of inputs children receive as they take part in the teaching-learning experience. One area that has received considerable attention is the text and library books children read in doing their studies. We all know that children are brought in contact with these materials to expand their store of knowledge about various topical concerns. But are they also learning "other things" that are critically important as well? Many of those who have studied sexual bias in children's literature clearly believe that they are.

The purpose of this report is twofold. Part I addresses the question — what are the main findings of those who have researched sexual bias in children's books? With this query in mind, we go on in Part I to present an annotated bibliography of significant studies on sexual bias in children's books and to summarize the main findings yielded by the studies. Part II turns to the question — what findings would we uncover as a result of studying several samples of children's library books? In this part, then, we take a look at the findings from samples of library books drawn from three different environmental sources. Lastly, we conclude with a summary wherein we compare the findings from the literature with the findings from our own studies, and report on the extent that agreement exists between these findings.

Sexual bias refers here to the prejudicial portrayal of one sex to the detriment of the other sex. Children's library books are those fiction books available in school and public libraries for children in the preschool, primary and/or intermediate grades to read. Findings relating to what research says about the extent of sexual bias in children's books is determined by doing a review and annotated summary of the main studies done on this topic over the last decade. The extent of sexual bias in library books found in local schools and libraries is determined by analyzing samples of library books from three sources. One, the original sample, is drawn from resources in the Williamsport Area School District; another, the matched sample, comes from a broader base of materials (600 books) found in schools and libraries across the state of Pennsylvania; and a final one, the

popular sample, from the top ten best children's books of the past 200 years. All of these books were analyzed using a rating scale that provides for checking certain content (topical details), language (verbal expressions), and picture (graphic images) aspects of a book and yields a numerically weighted sexual bias score for each book.

PART I
ANNOTATED BIBLIOGRAPHY

Part one concerns itself with what researchers say about sexual bias in children's books. The women's liberation movement sparked widespread investigation into the world of children's books. Because of this numerous studies of sexual bias were conducted since 1970. From these studies we chose thirty-three as being significantly representative of the literature in the field on this topic. The studies deal with materials ranging from *Mother Goose* to *Random House Dictionary of the English Language* and were analyzed in terms of their purpose, procedures, and findings.

After reviewing the literature, thirty-three studies owing to their concreteness were identified as significant studies and compiled to form the annotated bibliography. Studies in the bibliography come from three sources. Twenty-four appear in journals, seven in the ERIC File, and two in booklets, They are also classified in terms of their research focus. Those dealing primarily with library books have L placed by their review; those dealing with children's textbooks, T; and those dealing with both, M for mixed. Presented below, then, are thirty-three studies and an outline of their purpose, procedures, and findings.

T American Association of School Administrators. "Sex Equality in Education Materials. AASA Executive Handbook Series, Vol. 4, No. 1." ERIC, ED 111 096, 1975. 39pp.

The purpose of this report is to examine sex stereotyping in textbooks and provide a handbook that tells how to go about eliminating it. Various findings from studies on sex stereotyping in textbooks are summarized. The findings indicate that the texts fail to present the world as it has been and is, leaving students tragically unready for the world in which they will live their adult lives. Suggestions offered to "counteract sex stereotypes in educational materials" include contacting publishers, establishing guidelines for accepting new materials, and developing materials.

L Bernstein, Joanne. "The Changing Roles of Females in books for Young Children," *The Reading Teacher*. March 1974, p. 545-549.

The purpose of this study is to provide teachers with a list of children's books which portray girls in a positive light. Twelve out of twenty-one major publishers allowed Bernstein to examine all the books they considered to be concerned with female protagonists. She found that many of the recommended books actually have males as main characters with females in auxiliary roles, and wound up with fewer than 100 books. Twenty-two of the acceptable books she describes and heartily recommends. Bernstein concludes that a start is being made to correct the maligned image of the female in children's literature, but that many more books with girl protagonists are needed.

L Bissett, Donald J. "Books in the Classroom," *Elementary English*. October 1973, p. 1094-1100.

Bissett overviews a study of girls in children's books conducted by Sally Hannert, and then reviews a number of books for children that deal with women and girls. Hannert examined an extensive number of picture books and divided about 60 which she felt she could recommend into three categories: Books illustrating equality of male and female characters, books with positive female characters in specifically female roles, and positive female characters outside traditional female roles. She concluded that (1) positive female characters are hard to locate in picture books, (2) it is even more difficult to locate books with positive female major characters representing minority groups, (3) there are few major characters in picture books where females are outside traditional roles, and (4) there is a need for more non-sexist picture books.

T Britton, Gwyneth E. "Why Jane Can't Win (Sex Stereotyping and Career Role Assignments in Reading Materials)." ERIC, ED 092 919, May 1974, 39p.

The purpose of this investigation was to determine if sex stereotyping exists in reading materials for grades 1-10, to determine if a majority of the stories show one sex in a dominant role, to explore types of career roles for females and males, and to determine the number of different career roles depicted for females and males. A research team analyzed stories in each text of 16 different reading series according to criteria adopted from *Dick and Jane as Victims* by Women on Words and Images. All team members were first oriented to the procedures. The study findings indicated pre-determined sex role behaviors, social attitudes and values are directed toward children by the reading series. The study concludes with a list of recommendations that need to be taken in order to correct the situation.

M Brody, Celeste M. "Do Instructional Materials Reinforce Sex Stereotyping?" *Educational Leadership*. November 1973, p. 119-122.

Brody discusses the problem of sex-stereotyping in instructional materials in terms of its detrimental effect on boys and girls. She cites numerous research studies to support her arguments against it. Brody concludes that new role models are necessary and that the concept of masculine virtues and feminine characteristics must be reevaluated, because there are only human virtues, and these are desirable for both sexes.

M Chevat, Edith S. "Women and Girls in Readers and Texts." ERIC, ED 110 974, May 1975, 14p.

Chevat examines various studies that have been done on sex-role stereotyping found in texts, workbooks, and reading aids used from kindergarten to college. She concludes that the portrayal of the male as a multi-dimensional being pitted against or separated from the female who does not excel in anything but being kind and "motherly," as well as omissions and numerical outnumberings, tends to make girls and women less than people, and in so doing also debases the humanity of boys and men. She continues then to suggest a variety of approaches and exercises to be used in developing student and teacher awareness of sex-stereotyping and prejudice.

L Fasley, Ann. "Elements of Sexism in a Selected Group of Picture Books Recommended for Kindergarten Use." ERIC, ED 104 559, 1973, 34p.

The purpose of this study was to examine 100 picture books, recommended in a kindergarten text, for elements of sexism. Notations for the books were made on a survey sheet. Each book was scanned for visual effect of illustrations, boy or girl-centered story, presence of male or female main characters, evidence of stereotypical and unusual roles, and whether the book gave equal treatment to both sexes. Findings were then tabulated in six tables. The study substantiated that a great disparity exists in the treatment of the sexes in children's picture books. Illustrations were predominately male centered, as well as the stories' texts.

L Feminists on Children's Literature. "A Feminist Look at Children's Books," *Library Journal*. January 15, 1971, p. 235-240.

This article reports the findings of a group effort to scrutinize some of the more highly praised children's books. Selections were made from a number of influential lists which included Notable Books of 1969, the Child Study Association's annual recommendations for the same year, and the Newberry Award Winners. Few of the books on these lists even featured female characters. Those that did were assigned to one of four categories: the Sexist Book, the Cop-Out Book, Positive Images, and Especially For Girls (not sexist by the most stringent feminist standards).

T Gaite, A.J.H. "Sex Role Stereotyping and Basal Readers," *Instructor*. November 1974, p. 30.

This article reports the research of Saario, Jacklin, and Tittle. They studied the extent and kind of sex role stereotyping found in the kindergarten to third grade reading textbooks of four major publishers. In the study every third story in each of the series of readers was examined. All characters were scrutinized, judged, and classified in a taxonomy of attributes relating to sex roles. The findings included the following: The stories contained significantly more male than female characters. Male and female adult characters tended to be shown in different environments. It seems that sex role stereotyping restricts the choices which each sex perceives as being available and thus confines opportunity and potential.

T Gershuny, H. Lee. "Public Doublespeak: The Dictionary," *College English*. April 1975, p. 938-942.

The purpose of this study was to systemically investigate the unabridged *Random House Dictionary of the English Language (1966)* for its use of masculine and feminine nouns and pronouns in illustrative sentences. Gershuny found that the dictionary easily reinforced sex role stereotypes and sexism.

T Graebner, Dianne Bennett. "A Decade of Sexism in Readers," *The Reading Teacher*. October 1972, p. 52-58.

The purpose of this study was to examine the question of whether school readers reflect a changing female role. Old and new editions of two reading series, Scott, Foresman and Co. and Ginn and Co., were studied. The findings show that boys dominate the story texts and pictures in the new editions as well as the old. There has apparently been no effort to make the activities of males and females any less typed by sex. The study concludes that school readers have not kept pace with a changing society.

M Hagar, Margaret E. and Deffenbaugh, Sue. "Does Mama Bear Always Serve the Porridge? Sex-role Stereotyping in School Reading Materials." ERIC, ED 099 806, November 1974, 13p.

The purpose of this paper is to discuss the problem of sex-role stereotyping in terms of the children teachers work with every day, and the sex-role messages communicated to them through schools. The findings of the study on sex bias in reading materials by Women on Words and Images are summarized. Recommendations to deal with the scarcity of unbiased instructional materials are listed.

M Hall, Joan Joffe. "Growing Up As a Female Reader," *51% Minority*. National Education Association: Connecticut Conference on the Status of Women, 1972, p. 58-60.

Hall briefly overviews the paucity of stories showing different roles for male and female. She cites examples in children's library books and readers of stereotypes. The findings indicate that, if the story generalizes and wants a typical child, that child will usually be a boy.

M Higgs, Margaret and Stewig, John. "Girls Grow Up to Be Mommies: A Study of Sexism in Children's Literature," *Library Journal*. January 15, 1973, p. 236-241.

Higgs and Stewig first critically reviewed selected studies relating to sexism in children's books and textbooks. They concluded that many findings were vague and unscientific. Then they conducted their own survey of women's roles in 154 randomly chosen picture books. In their analysis all representations of women were carefully noted and categorized. The conclusion reached as a result of their research is that women indeed play a subordinate, home-related role. They are not depicted in the rich variety of professional roles in which they are engaged today.

L Hillman, Judith Stevinson. "An Analysis of Male and Female Roles in Two Periods of Children's Literature," *Journal of Educational Research*. October 1974, p. 84-88.

The purpose of this study was to identify changes in the sexual role standards of males and females in two periods of children's literature, the 1930's and the mid-1960's to mid-1970's. Criteria were established for book selection, and each book was analyzed twice. The results suggest that children now are finding more females in their books, slightly more occupational diversity for females, and a greater variety of behaviors and emotions expressed by males and females. Females are not characterized as frequently as males in literature, though there is a trend in this direction.

T Jay, Winifred T. and Schminke, Clarence W. "Sex Bias in Elementary School Texts," *The Arithmetic Teacher*. March 1975, p. 242-246.

The article reports the findings of a study which analyzed twelve selected mathematics textbooks for grades two, four, and six for sex stereotyping. The findings indicate definite evidences of inequality of treatment of the sexes in the manifest content of the material. If materials used by students continue to

favor one sex over the other, it will mean a waste of human potential, and result in unfulfilled, dissatisfied individuals.

L Kelty, Jean McClure. "The Cult of Kill in Adolescent Fiction," *English Journal*. February 1975, p. 56-61.,

Kelty examines various samples of adolescent fiction to find just how boys in fiction are encouraged to regard nature as hostile and alien, something to be overcome. She cites examples of boys involved in violence and killing in literature. She concludes that the stereotyping of girls in fiction is important, but probably not as detrimental as the way boys are stereotyped to regard the cult of kill as a necessary step to manhood and world of adult reality.

L Nadesan, Ardell. "Mother Goose: Sexist?" *Elementary English*. March 1974, p. 375-378.

The purpose of this study is to determine whether Mother Goose rhymes are sexist. A survey of the rhymes suggests they are. Many rhymes support stereotypes, and male references far outnumber female ones.

L Nelson, Gayle. "The Double Standard in Adolescent Novels," *English Journal*. February 1975, p. 53-55.

The purpose of this study is to determine whether adolescent literature reinforces the wife/mother model or provides alternative models. Nelson examined the five novels most commonly read by her eleventh and twelfth grade women students. All five novels contained stereotyped characters and situations. Nelson concluded that more model diversity must be offered to adolescents.

M Nilsen, Alleen Pace. "Books A La Mode: A Reader's Digest," *Elementary English*. October 1973, p. 1029-1033.

Nilsen discusses sexual stereotyping in children's library books and textbooks, the implications, and possible approaches to the problem. She points out various studies whose findings consistently program girls to be nonachievers. Stereotypes continue to dominate, even in the recently published Ginn 360 series. She concludes that teachers must learn to distinguish between truth and partial truth and teach students the skills needed to recognize stereotypes.

L Nilsen, Alleen Pace. "Women in Children's Literature," *College English*. May 1971, p. 918-926.

The purposes of this study are to survey twenty years of Caldecott Award winners and runners-up for women characters and their roles and to discuss possible reasons for the prejudice against girls. Reasons for prejudice are found in the English language, problems with artists, and emphasis supported by publishers. Results of the survey of Caldecott winners indicate a real need for books presenting models which show accurately and realistically ways in which women and girls function successfully as individuals.

T O'Donnell, Richard W. "Sex Bias in Primary Social Studies Textbooks," *Educational Leadership*. November 1973, p. 137-141.

This study was undertaken to see if pictures in primary social studies textbooks are sexually discriminating in role distinctions. Basic texts were selected and each picture was examined according to a list of categories. The results indicated consistent imbalance in every category; thus the texts were male-dominated. The study concludes that using textbooks that are biased presents limited role models to female students which could affect their goals and aspirations.

M Rose, Karel. "Sleeping Beauty Awakes: Children's Literature and Sex Role Myths." ERIC, ED 089 322. November 1973, 9p.

This paper presents studies to support the premise that children's trade and text books are permeated by an unreality that has far reaching implications for intellectual achievement and individual functioning in a democracy. Children's literature reflects male and female sexual myths. Numerous studies indicate that internalization of sexual myths is destructive to the female's self-image. Maccoby's study on "Sex Differences in Intellectual Functioning" found a tendency for the more passive-dependent children to perform poorly on a variety of intellectual tasks and for independent children to excel, suggesting that for girls and women the evidence consistently points to masculinity as a correlate of intellectuality.

T Scardina, Florence. "Sexism in Textbooks in Pittsburgh Public Schools, Grades K-5." ERIC, ED 096 224, 1972, 20 p.

The purpose of this study by the members of the East End Education Committee was to review thirty-six textbooks used by the Pittsburgh Public Schools to see how girls vs. boys and women vs. men are treated. Language, reading, science, social studies, and mathematics textbooks were reviewed. The findings reported blatant sexism.

T Schnell, Thomas R. and Sweeney, Judith. "Sex-Role Bias in Basal Readers," *Elementary English*. May 1975, p. 737-742.

The purpose of this study is to examine the 1966 and 1971 Houghton Mifflin reading books to see if the newer series reflects a change in roles, activities, and relative importance of male and female characters. A total of 325 stories from the pre-primer through sixth grade books were read and analyzed. The results of the study indicated no positive changes. Stories featuring girls decreased by 23%. The 1971 Houghton Mifflin series does not reflect a significant departure from the 1966 series in the manner in which males and females are portrayed.

M Seven, S.A. "Sex-Role Stereotypes in Children's Books," *Claremont Reading Conference*. 1972, p. 90-93.

The purpose of this paper is to look at the way the sexes are portrayed in children's books. By examining research Seven considers the relative frequency of occurrence of the two sexes, their characteristics and their roles. Findings consistently show females as underrepresented in children's books. Familiar stereotyped characteristics and roles are perpetuated. Seven concludes that although children's books neglect the female role, perhaps their greatest disservice is that they imply by their sterile, uninteresting models that the adult role, male and female, is dull and unrewarding.

T Shirreffs, Janet H., Ph.D. "Sex-Role Stereotyping in Elementary School Health Education Textbooks," *The Journal of School Health*. November 1975, p. 519-523.

The purpose of this study is to analyze and evaluate the content and illustrations of elementary school health education texts with regard to stereotyping. Five major elementary school health education series' texts (grades one through six) which were published in the United States from 1969 to 1974 were analyzed and evaluated according to the guidelines established by the Task Force to Study Sex Discrimination in the Kalamazoo, Michigan Public Schools The major finding is that sex-role stereotyping does exist and pervades several of the elementary school health education texts in both illustrative and narrative portions of the series.

L Tate, Janice M. "Sexual Bias in Science Fiction for Children," *Elementary English*. October 1973, p. 1061-1094.

The purpose of this study is to discover the sexual bias of current children's science fiction for grades three through six. The forty-nine volumes of science fiction recommended in the most commonly used lists were read and evaluated. This study indicates, according to Tate, that as children's science fiction develops it ceases to be considered a genre for boys only, but is frequently written with both sexes in mind as is clearly shown by the growing number of books with significant male and female characters.

T Taylor, Marjorie E. "Sex-Role Stereotypes in Children's Readers," *Elementary English*. October 1973, p. 1045-1047.

Taylor participated in a study of sex-stereotyping in the California reading series and in this article discusses the findings. The textbooks studied fail to help prepare girls for future realities, and they contribute subtly and significantly to formation of negative self-images. Analysis also shows that many stories in the textbooks simply do not portray any females in positive roles. At least 75% of the main characters are male. Females are portrayed as less active, creative, and inventive. Taylor warns, to go on damaging future generations of girls and boys with these same bankrupt stereotypes is unthinkable.

L Weitzman, Lenore J. and Eifler, Deborah; Hokada, Elizabeth; Ross, Catherine. "Sex-Role Socialization in Picture Books for Preschool Children,"

American Journal of Sociology. May 1972, p. 1125-1150.

The purpose of this study is to examine how sex roles are treated in the Caldecott winners and runners-up for the past five years. The findings reveal that females are underrepresented in the titles, central roles, pictures, and stories. In terms of activities boys are active and girls are passive. The image of the adult woman as a role model is stereotyped and limited. In fact, the occupational distribution presented for females in the sampled books is even worse than the real inequitable distribution of employment in the professions. The study suggests that the girls and women depicted in these books are a dull and stereotyped lot.

T Weitzman, Lenore J. and Rizzo, Diane. "Sex Bias in Textbooks," *Todays Education*. January-February 1975, p 49+.

This article summarizes the ways in which the two sexes are portrayed and the type of behavior encouraged for each in the latent content of the most widely used textbook series in the United States in each of five subject areas: science, arithmetic, reading, spelling, and social studies. The data was obtained through computer analysis in a three year study. The findings indicate that males overwhelmingly predominate in all series. As the textbooks increase in sophistication, women become less numerous and, by implication, less significant as role models. The pictures of children show striking differences between boys and girls in physical activity, intelligence, and emotional expression. Weitzman and Rizzo conclude that children are being warped by the latent messages in their textbooks. They also emphasize that it is up to teachers to counteract the latent messages and create positive images of adult women in the minds of students.

T Wiik, Susan L. "The Sexual Bias of Textbook Literature," *English Journal*. February 1973, p. 224-229.

The purpose of this study was to extensively research the quantity and quality of female characters in literature textbooks. Wiik selected for examination fifteen literature anthologies which are frequently used by her and by other seventh-, eighth-, and ninth-grade teachers in her junior high school. The results of the research show that current textbook literature does not in any way assist a female adolescent in establishing a satisfactory self-concept. Instead it perpetuates the female stereotypes which cruelly limit and define an adolescent female in terms of second class status.

T Women on Words & Images. *Dick and Jane As Victims*. Princeton, New Jersey, 1972, 50p.

The purpose of this study is to examine current readers and compare the way in which girls are portrayed in the stories as contrasted with the treatment of boys. One hundred thirty-four elementary school readers from fifteen different publishers were analyzed. Observations were recorded on numerically coded worksheets. The statistical findings show that boys and men are presented in overwhelmingly larger numbers than are girls and women. Female biographical stories are scarce. Women appear in only twenty-six occupations, while men participate in 147 different jobs. An in-depth content analysis is presented. It points out additional sex-role stereotypes that can be detrimental to the development of children. In conclusion, the authors recommend that readers now in use should be revised. Blatant bias must be erased. Sensitivity to sex-role stereotyping is a matter of consciousness-raising and can best be done by group discussion and open-ended debate.

The annotated bibliography presented here summarizes thirty-three studies. We find that fourteen studies have a textbook focus, and eleven studies a library focus. Eight studies have a mixed focus of both textbooks and library books. Also, five of the library book studies examine picture books exclusively. little research on library books for older children seems to exist. Looking at the sex of the authors reveals a female majority. Twenty-five of the studies were done by females, four by males. and four by combinations of both sexes. Therefore, 75% of the studies are written by females, 12.5% by males, and 12.5% by both. Lastly, the research reviewed above consistently supports seven main findings which are:

1. Males overwhelmingly outnumber females in library books and textbooks.
2. Females are usually depicted in limited and stereotyped roles.

3. Illustrations and content of library books and textbooks are predominately male centered.
4. Few books on influential lists (i.e. Newberry, Notables, Caldecott) feature positive female characters.
5. Males are found in far more occupations than females.
6. Most recent editions of reading series do not have positive sex role changes when compared to older editions.
7. Library books and textbooks usually give children a distorted and hence potentially dangerous view of reality.

Library and textbooks are both found guilty either of misrepresenting or ignoring females. Males and females are misrepresented in that they are depicted in stereotyped activities, in stereotyped roles, and with stereotyped feelings. Males are active while females observe them. Males are doctors and lawyers and mountainclimbers and astronauts and detectives and lumberjacks, while females are teachers and secretaries and nurses and mothers and mothers and mothers. Males are fearless and strong, while females are fearful and helpless. Such blatant stereotyping which detrimentally misrepresents females is further aggravated by the virtual absence of females in many books. (Several researchers indicated that even locating a book with a female protagonist is often a difficult task.) Females in children's books, then, are generally treated as stereotyped or they are conspicuously absent. In sum, they are pictured for children as grossly distorted caricatures or they are not pictured at all, and thus personified as members of a faceless and voiceless minority whose destiny is not so much to reason why but rather to stand by, faithfully serve, and stoically die.

PART II
COMPARATIVE STUDY

A central purpose of public education is to teach each child to read. Behind this purpose, of course, is another expectation often glossed over by educators and critics alike. That is, a child should be able to read so that he/she has access to the broader world of ideas and will develop and use enlightened judgment to guide his/her actions. As a result, the content ideas and images one intakes in reading a book are just as important as the skills required to read that book.

From the child's entry into school, he/she is encouraged to use library books as a supplementary means for acquiring and/or strengthening his/her reading skills. Because of this most school buildings have libraries stocked with books for various aged children. Teachers in many cases maintain collections of children's books in the classroom and/or encourage taking field trips to local public libraries. Reading centers are frequently established, time set aside for library activities, and children keep careful records of the books they read. Since library books are viewed as an important part of a child's reading program, it would do us well to know for sure what ideas and images populate the books they read.

That children's books contain sex-role stereotypes is becoming increasingly apparent as research in the area of sexual bias is reported. Seven found that females are frequently underrepresented in children's books, and males and females are misrepresented by the stereotyped images of active, capable males and passive, dependent females (Seven, p. 93). Weitzman and Eifler determined "the simplified and stereotyped images" in their sample of books to be of such "a narrow view of reality that they must violate the child's own knowledge of a rich and complex world (Weitzman and Eifler, p. 1147)." Hester writes, "We are realizing more and more how deeply... sexist stereotypes permeate past and present writing (Hester, p. 712)."

Research is also disclosing that sex-role stereotyping can result in dangerous consequences. It seems to restrict the choices which each sex perceives as being available and thus confines opportunity and potential (Gaite, p. 30). Hagar and Deffenbaugh elaborate, "Sex-role stereotyping is the process by which people are defined by their sex, rather than by their thoughts, feelings, interests, abilities. It is the portrayal of people in "typical" situations as determined by their sex, and does not allow either males or females to express the totality of their humanity (Hagar and Deffenbaugh, p. 1)." Sweeney and Schnell continue, if schools are to

develop the full potential of all children, books must strive to portray people more realistically (Sweeney and Schnell, p. 742). With evidence indicating that sex-role stereotyping may actually be harmful to the normal personality development of the child, it becomes imperative that children's books be carefully examined (Weitzman and Eifler, p. 1147)!

Part II of this paper reports on an investigation done to find out whether sexual bias is present in children's library books to the extent that researchers claim. Thus, it considers the application of the Elementary School Library Book Self-Study Rating Guide (A. Buhl, 1973) to analyze and rate the extent of sexual bias in three different samples of children's books. This instrument consists of 26 items relating to three analytic dimensions: Content (11 items), Language (4 items), and Picture (11 items). Each item is rated in terms of a five point scale having points ranging from "male only" to "female only." The scores could then be added and averaged to determine individual dimension and total average scores for each book and/or sample of books under study. A score of 3, or thereabouts, indicates an orientation both to males and females, while 2.5, and thereabouts, points to a male oriented book, and 3.5 and thereabouts a female oriented book.

As mentioned, this instrument was used to determine the amount of sexual bias in three different samples of books. Sample one, the original sample, consisted of 12 recommended books for each grade from first through eighth (or 96 books) drawn from the libraries of elementary schools in the Williamsport school district. Sample two, the matched sample, consisted of the same types of books (12 recommended books for each grade, 1-8 or 96 books) selected from a group of 600 previously rated books randomly drawn from school and/or library collections in school districts across the state of Pennsylvania. The final sample contained eleven books designated by the Children's Literature Association as the ten most popular books of the past 200 years (eleven titles were on the list because two books tied for tenth place). Moreover, a conscious effort was made in selecting each sample to give attention to books written by female and male authors.

Books in these samples were analyzed and rated in terms of bias scores for their content, language, and picture dimensions and a total average score. Then these scores were summarized in terms of three basic sets of grade level scores (primary 1-3, intermediate 4-6, and upper grades 7-8) and a Total Average score for the entire sample of books. Figure 1 presents the dimension and total average scores of the original and matched samples for the primary, intermediate, and upper grades.

Grade level analysis of the original sample runs as follows. Primary level books have rating scores of 2.05 for content, 2.75 for language, and 2.02 for pictures, two dimensions, content and picture, show much bias while language shows only a very little. The total

Figure 1
Comparison of Original/Matched Grade Level Averages

Level	N	Content	Language	Picture	N*	Tot. Average
Primary	36	2.05	2.75	2.02	36	2.54
Intermed.	36	2.25	2.44	2.47	29	1.94
Upper	24	2.17	2.40	2.53	11	2.34
Overall Av.	96	2.16	2.55	2.26	76	2.27
*N = No. of books containing illustrations						
Primary	36	2.21	2.36	2.12	36	2.23
Intermed.	36	2.70	2.40	2.53	36	2.55
Upper	42	2.51	2.22	2.37	20	2.36
Overall Av.	96	2.47	2.34	2.33	92	2.38

average (2.27) for the level is the lowest total average of the three levels. It is also interesting to note that the primary picture rating is the lowest rating score. This is important because the highest percentage of books that have illustrations are found at the primary level. The intermediate level books have rating scores of 2.25 for content, 2.44 for language, and 2.47 for pictures. All three dimensions are male biased. The total average (2.36) for this level is the highest total average of the three levels. This occurs because the intermediate level is the only level containing two nonsexist scores - 3.00 for the grade four language dimension and 3.06 for the grade five picture dimension. The upper level books have rating scores of 2.17 for content, 2.40 language, and 2.53 for pictures. As with the primary and intermediate dimensional averages, all three dimensions are male biased. The level average in the picture dimension is the highest of the three levels. It must be recognized, however, that this rating results from an examination of the smallest number of books, eleven out of twenty-five, since the use of pictures tends to decrease at the upper level. Lastly, the total average for the upper level is 2.34.

In looking at the total averages for the sample, we find male bias for each dimension. The rating scores are 2.16 for content, 2.55 for language, and 2.26 for pictures. The total average for the ninety-six books is 2.23. The content score reflects the highest bias, while the language dimension reflects the least bias. The grade level findings indicate a consistent male bias in the sample for the content, language, and picture dimensions at each level, primary, intermediate and upper.

Numerically, the breakdown looks much the same. Nine books (9.4%) of the total are female biased; nine (9.4%) have averages within .1 of 3.0 and are rated non-sexist; and 78 (81.2%) have averages falling in the male bias range. These figures are particularly interesting when we note that 58% of the authors are female. The point remains, however, regardless of how we view it: this 96 book sample is characterized by an indubitable male bias.

Next we examined a matched sample of 96 books drawn from 600 children's library books previously rated by students in graduate elementary curriculum courses at the Penn State University and by Pennsylvania ASCD members from across the state. The primary level books have rating scores of 2.21 for content, 2.36 for language, 2.12 for pictures. All three dimensions are male biased. The picture rating score is the lowest dimensional score for the entire sample, and the total average (2.23) is the lowest total average for the three levels in the sample. The intermediate scores are 2.70 for content, 2.40 for language, and 2.53 for pictures. Although all three dimensions are male biased, each dimensional score has the highest score of the three sample dimensions. Upper level scores are 2.51 for content, 2.22 for language, and 2.37 for pictures. Here again, we have dimensional averages that are all male biased. The total average for the level is 2.36; so as might be guessed, it too is male biased.

The grade level dimension total averages are 2.47 for content, 2.34 for language, and 2.33 for pictures with the content scores showing the highest and the picture scores the lowest amounts of bias. The overall total average for the 96 books is 2.38 which is again male biased. Hence we have another situation where male bias is clearly in evidence both for the various dimensions and for the sample as a whole. As for the numerical distribution it is: 11 books (11.5%) fall in the female bias range, 10 (10.4%) in the nonsexist range, and 75 (78.1%) in the male bias range. This last figure again is quite high when you realize that 54% of the books were authored by females.

The final aim of this section was to determine the sexual bias present in the best children's books of the past 200 years. Figure 2 details the titles, rank of the books and their dimensional and average rating scores.

The dimension scores are: content 2.30, language 2.61 and picture 2.69, and the total average is 2.52. The scores are generally higher here (probably because of the smallness of the sample) but the tendency still favors the male bias. Of the eleven books analyzed 2 (18.2%) fall in the female bias range, 3 (27.3%) in the nonsexist range, and 6 (54.5%) in the male bias range. Again the scores indicate that over 50% of the books read by children reflect a male bias. Five of the eleven books were written by females, with the two showing a female bias being among these five. On the other side, however, the three nonsexist books were written by men, and three of the six male biased books were written by females.

Figure 2
The Top Ten Book Titles and Overall Averages

1. *Charlotte's Web*
2. *Where the Wild Things Are*
3. *Tom Sawyer*
4. *Little Women*
5. *Huck Finn*
6. *Little House in the Big Woods*
7. *Johnny Tremain*
8. *Wizard of Oz*
9. *Little House on the Prairie*
10. *Julie of the Wolves*
11. *Island of Blue Dolphins* (Tie)

N	Content	Language	Picture	n*	Total Average
11	2.30	2.61	2.69	9	2.52

n* = Number of books containing illustrations.

Figure 3 presents a summary comparison of the dimensional and total averages for all three samples.

Figure 3
Comparison of Sample/Dimension Averages

Dimensions	Original Sample	Matched Sample	Popular Sample	Average
Content	2.16	2.47	2.30	2.31
Language	2.55	2.34	2.61	2.50
Picture	2.26	2.33	2.69	2.43
Tot. Avg.	2.32	2.38	2.53	2.41

Once we collapsed all the data for the entire mass of 203 books we ended up with the following figures. Total dimensional averages are content 2.31, language 2.50, and picture 2.43, and the overall summary average is 2.41. All of the figures reflect a distinct male bias. Content, which scored low in the original and popular samples also comes out reflecting the greatest amount of male bias in the summary. Picture, which scored mid-range in the original and matched samples, also comes out as the middle average; and language which was scored differently in each sample ends up having the highest average. This order seems quite reasonable because the rating scores were lower and more consistent for the two dimensions where the number of analytic study items were largest (Content 11 items and Picture 11 items). Moreover, in this instance, the total summary average is pulled down to 2.41 by the lower ratings of the content and picture dimensions — i.e. those dimensions having the largest number of study items.

As for the samples, the averages were original 2.32, matched 2.38, and popular 2.53, and the total summary average was 2.41. All of these averages again indicate a clear male bias. Also, we find the original and matched samples (which involved samples of 96 books each) having both lower and more closely ranged rating scores (2.32 and 2.38). In this case, the summary total average is pulled up to 2.41 by the high rating score of the popular sample (which consisted of only 11 books). What we find then are two things. All of the dimensions and samples are characterized by a male bias; and this male bias increases dramatically (from a 2.50 to a 2.40 average rating) as a greater number of analytic items and books are brought into play.

Another type of comparison considered had to do with the numerical distribution of sexual bias among the samples studied. Figure 4 presents the findings of this comparison.

Figure 4
Numerical Distribution by Samples

	Female Bias N/%	Nonsexist N/%	Male Bias N/%	Total N/%
Original Sample	9/ 9.4	9/ 9.4	78/81.2	96/100
Matched Sample	11/11.5	10/10.4	75/78.1	96/100
Popular	2/18.2	3/27.3	6/54.5	11/100
Sample				
Totals	22/10.8	22/10.8	159/78.4	203/100

Examination shows that about 10% of the books fall in the female biased and nonsexist categories, and about 80% in the male biased category in the original and matched samples. In the popular sample (which has only 11 books) we have larger percentages for the

female biased and nonsexist, 18% and 27% respectively, but we still have a male bias figure that exceeds 50% (54%). As for the summary total figures, they work out as follows — female bias 10.8%, nonsexist 10.8%, and male bias 78.4%. These figures, then, support the conclusion that male bias is evident in slightly over 75% of the books read by children, while female bias and/or nonsexist orientations characterize slightly under 25% of the books read by children.

One final point worth noting has to do with the ratings of books authored by females and males. Figure 5 presents data on the ratings of female and male authored books for the three samples investigated in Part II of the study.

Figure 5
Comparison of Female/Male Averages*

Samples	Female-Authored		Male-Authored		Total	
	N	TA	N	TA	N	TA
Original	56	2.4	39	2.2	95	2.3
Matched	52	2.5	43	2.2	95	2.4
Popular	5	2.7	6	2.4	11	2.5
	113	2.5	88	2.3	201	2.4

*One book both in the Original and Matched samples was the product of joint authorship.

The ratio of female to male authors is about 55% to 44% in the original and matched samples, and the reverse in the popular sample. When the averages are compared however, we find out that they reflect a male bias, although the bias is consistently somewhat weaker among the female authors. Thus in the original and matched samples and the summary average (which involved the largest number of books) we have 2.4, 2.5 and 2.5 female scores respectively as compared to 2.2, 2.2 and 2.3 for males in the same categories. Moreover, when we put all these averages together with the popular sample (F = 2.7 and M = 2.4) we end up with a total summary average of 2.4. The female total average of 2.5 is only .1 over this summary average. Here again we have two points that can be made. One is that children's books written by female authors still reflect a male bias; and the other is that the male bias is not as strong in books penned by females as it is in those written by males.

SUMMARY

This paper has several aims. One was to review the literature to discover the major findings about sexual bias in children's books. Another had to do with investigating several samples of children's books in order to paint our own picture concerning sexual bias in children's books. A final one relates to comparing the findings from the two sources in order to determine the extent of agreement between their findings.

In Part I we annotated and summarized the findings of 33 studies on sexual bias in children's books. From these studies we derived seven main findings:

1. Males overwhelmingly outnumber females in library books and textbooks.
2. Females are usually depicted in limited and stereotyped roles.
3. Illustrations and content of library books and textbooks are predominately male centered.
4. Few books on influential lists (i.e. Newberry, Notables, Caldecott) feature positive female characters.
5. Males are found in far more occupations than females.
6. Most recent editions of reading series do not have positive sex role changes when compared to older editions.
7. Library books and textbooks usually give children a distorted and hence potentially dangerous view of reality.

Consequently, we concluded that children's books err in two important respects. One is that they clearly reflect a significant male bias. The other is that even in cases where females are depicted, they are sketched either as stereotyped caricatures or they are treated as background figures who are members of a faceless and voiceless minority that exists to help men make the decisions and changes that shape the world.

In Part II we described the procedures/findings of three personal investigations of various samples of children's books. From these investigations we came up with the following points:

1. All the dimensions and samples are characterized by a male bias (content is the most serious offender).
2. The male bias increases dramatically (from a 2.50 to a 2.4 average rating) as a greater number of analytic items and books are brought into play.
3. Slightly over 75% of the books children read have a male bias.
4. Slightly under 25% of the books children read have a female or non-sexist orientation.
5. Children's books written by female authors also reflect a definite male bias.
6. The male bias is not as strong in books penned by females as it is in those done by males (female average 2.5/male 2.3).

Once again, then, we conclude that children's books clearly reflect a significant male bias. We also conclude that male bias although softened in books penned by females still exists enough to reinforce the stereotyped and shadowy female image that dominates much of children's literature.

What do we find when we compare the results of Parts I and II? The results show that the male bias reported on in the annotated studies is firmly supported by the bias ratings of the three samples. It matters not whether the books are library or textbooks, award winners or not, old or new, primary, intermediate or upper level, male or female authored, or highly recommended or the most popular — they still reflect a distinctive male bias. Such findings further indicate that there is also a dire need for writers who will produce a new mass of unbiased reading materials for children and youth.

Male bias exists in children's books, then, and will continue to exist until books are written to incorporate the following changes:

1. The use of sex stereotypes and preconceived notions of sex roles must be eliminated.
2. The number of females in library books should begin to approach the number of males.
3. Stories should feature females as well as males as the main character(s).
4. Females should appear in as many and as varied roles and occupations as males.

Moreover, the content, language and pictures of all levels of books must be revised in light of these changes; for it is only as this is done that harmful sexual bias will be eradicated and a more humanistic concept of personal and social development realized.

REFERENCES

Fidell, Estelle A. (ed.). *Children's Catalog 1971*. New York: The H.W. Wilson Company, 1971.

Gaite, A.J.H. "Sex Role Stereotyping and Basal Readers," *Instructor*, November 1974, p. 30.

Hagar, Margaret I. and Deffenbaugh, Sue. "Does Mama Bear Always Serve the Porridge? Sex-role Stereotyping in School Reading Materials," ERIC, ED 099, 806, November 1974, p. 30.

Hester, Nellie. "Textbook Analysis and Community Action," *Elementary English*, May 1975, p. 712-714.

Hodges, Elizabeth D. (ed.). *Books for Elementary School Libraries*. Chicago: American Library Association, 1969.

R.R. Bowker Company's Department of Bibliography in Collaboration with its Publication Systems Department. *Children's Books In Print 1975*. New York: R.R. Bowker Company, 1975.

Seven, S.A. "Sex-Role Stereotypes in Children's Books," *Claremont Reading Conference*, 1972, p. 90-93.

Sweeney, Judith and Schnell, Thomas R. "Sex-Role Bias in Basal Readers," *Elementary English*, May 1975, p. 737-742.

Weitzman, Lenore J. and Eifler, Deborah; Hokada, Elizabeth; Ross, Catherine. "Sex-Role Socialization in Picture Books for Preschool Children," *American Journal of Sociology*, May 1972, p. 1125-1150.

Widdoes, Eleanor B. (ed.). *Growing Up with Books*. New York: R.R. Bowker Co., 1975.

Women on Words & Images. *Dick and Jane as Victims*. Princeton, New Jersey, 1972.